

Moderators' Report /  
Principal Moderator Feedback

Summer 2012

GCSE French (5FR02) Paper 2A

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## Moderator Report

There were an increasing number of Open Interactions submitted during the June series than previously. These were mainly based on those supplied by Edexcel rather than centres using their own. Candidates had varying degrees of success mainly due to the fact that they failed to take the initiative during the task and relied on the teacher-examiner to sustain the interaction. Teacher-examiners should encourage candidates to ask questions at appropriate times throughout the task to encourage spontaneity rather than as an add-on at the end. Centres are reminded that failure by the candidates to ask questions, where it is specified in the task, will lead to candidates losing marks within the Content and Response section of the assessment criteria. Where some centres opted to produce their own open interactions, there were a number whose task consisted purely of a conversation between two people rather than an open interaction. This is not within the spirit of the examination and does not fulfil the requirements of an open interaction.

Some of the most successful performances were presentations or picture based discussions, where each individual candidate presented a topic of their own choice in their own way. These were often enhanced by skilful and appropriate questioning from the teacher-examiner who allowed the candidates the opportunities to fulfil their potential, engaging their candidates and enabling them to be successful, in line with the examination criteria and score high marks. Less successful tasks were often those where there was a lack of individuality of topic and response. Questions were often too similar and unfortunately, all too often, the responses of candidates were formulaic, short and lacking in any individuality. This is against the spirit of the specification and often put candidates at a disadvantage where there was either insufficient challenge for some candidates or the questions were over ambitious for others. In both cases where this did occur there was a lack of spontaneity and insufficient interaction between the teacher-examiner and the candidate.

In order for candidates to score highly centres are reminded that there should be a variety of questions asked within the task types and these should be in response to candidates' replies, rather than a set list of questions, eliciting good interaction and spontaneity within the tasks.

Tasks need to last for between 4 and 6 minutes. At most centres work submitted was in line with these requirements. It is rarely to the candidates' advantage to let them continue for longer than this. Where submissions are less than 3m 30 there is a deduction of 2 marks for Content and Response. Presentations should last for at least 1 minute and for candidates offering less than this, there is a similar deduction of 2 marks for Content and Response. However, candidates should be advised not to spend too long on the presentation as this may mean that there is less time for the more interactive part of the task and the interaction between the teacher-examiner and the candidate. This is clearly addressed within the assessment criteria.

It is not in the spirit of the examination if all candidates try to give a similar presentation / learn by heart the same presentation. These often result in poor intonation, which penalises the candidate as they are, on many occasions, difficult to understand. Centres are reminded that each candidate must attempt two different task types. Although centres are not obliged to record all tasks, centres are encouraged to record enough of each task type so that they have samples of in order to satisfy the requirements of the specification. Many centres have decided to record all candidates in order to make sure that they can satisfy the requirements of providing samples for moderation. If a centre has used three different task types the sample must include each of these types and include extra candidates within the sample if necessary.

Where centres have withdrawn candidates indicated in the sample they should include other candidates to make up the sample. Similarly, it is recommended that if more than one candidate scores 0 the centre should substitute candidates to make up the sample. Samples must include work from the highest and lowest scoring candidate in the recorded sample 2A.

A copy of task or stimulus for each sampled candidate should accompany samples. There is no need to send multiple copies of the task sheet should more than one candidate have completed the same task. The sample sent to the moderator should include the CM2 sheet with the authenticity statements signed by both the candidate and the teacher-examiner. These procedures are signposted in the specification and the Instructions for the Conduct of the Examination and Controlled Assessment booklet, which is available on the Edexcel website, and without these signatures the work cannot be moderated.

There is no need for centres to send student checklists or the internal mark recording sheet. Centres should ensure that all sections of the CM2 sheet are completed correctly. There is no obligation for candidates to use the CA2 sheet but if a candidate opts not to do this the section on the CM2 sheet should be completed to this effect. It is important that centres use the most up-to-date forms and teacher-examiners should regularly check the web site to ensure that they have these. The candidate record sheet was changed following last June's series of the examination and the new version (CM2), which can be found in the appendices of the Instructions for the Conduct of the Examination and Controlled Assessment booklet, should be used in forthcoming series.

Centres are encouraged to use CD or USB memory sticks for recording samples. These should be recorded as mp3 files or audio CDs so they may be played on CD players as well as computers. All CDs or cassette tapes and their boxes should be appropriately labelled and appropriate inserts with candidate information and the order of recordings. USB sticks should be accompanied by candidate information. Centres are asked not to use more than one method to record assessments. Many centres who opted to record performances on tape suffered from poor recording clarity due to the cassette tapes being re-used. This can affect the moderation of candidates where it is difficult to hear what is being said.

## **Optems / EDI**

Optems / EDI 2A should be used to record the marks of candidates' work that has been recorded and sent for moderation and this will contain at least two different task types (three if the centre has undertaken all three types). The mark out of 30 for the recorded work for moderation must be written on this form. Optems 2B will contain the mark of the second task that each candidate has undertaken. The marks must not be added to each other. Each paper, 2A and 2B, is marked out of 30 in its own right.

## **Marking**

In the Content and Response section centres have a tendency to overvalue the performance of lower ability candidates who appear to say quite a lot, but have mostly repeated much of what the teacher-examiner has said through a series of closed questions and total reliance on the teacher examiner. It must be remembered that the assessment criteria are applied globally and that the ability to interact well with the teacher is necessary to attain above the middle mark bands. All too often this section was overvalued where there was a lack of interaction and the task merely consisted of a question and answer session. In extreme cases there was also evidence of mini-presentations in response to questions which similarly did not allow for good interaction.

It is essential for candidates to be asked unpredictable questions throughout the task if they are able to reach the higher mark bands. Unpredictability occurs when candidates are asked questions about ideas that are not included directly in the task sheet, stimulus or bullet points. Accuracy and Range of Language are dependent on the amount of French conveyed by the candidate and it is unusual for a candidate who scores in the lower ranges in communication to score highly for in these sections as there is not the breadth of language required. Centres are reminded that to reach the 5 mark band for Range of Language, there is a requirement to produce unambiguous use of different verb tenses, a good variety of structures and vocabulary and a range of subordination. It is also important when deciding on a mark for Accuracy that the mere absence of error does not mean that the candidate can score highly, there must be an attempt to use more complex language and the candidate's pronunciation and intonation must be generally good. Within the 3 - 4 mark band for both these sections there is the principle of best fit and that whether it is 3 or 4 will be judged by also looking at the mark band above and below.

The following checklist is given to aid centres in their administration of the unit.

- All candidates must attempt two different task types
- Centres must include examples of each of the task types used within the centre
- Samples must include the highest and lowest recorded tasks.
- Recorded task marks for moderation should be entered on Optems / EDI 2A
- Task marks for non –moderated work should be entered on Optems / EDI 2B
- Each task is out of 30 and the mark awarded for each should be entered on the appropriate Optems form

- Form CA2 should be enclosed for all candidates
- Candidates are only allowed to write up to 30 words on CA2 form in addition to five small pictures
- All CDs etc should be labelled with the centre name, candidate names and candidates numbers
- All boxes should be labelled as above
- All task titles and associated stimulus material must be included with the sample.
- The top (white copy) of the Optems for both papers should be sent to Edexcel. The second copies (yellow) should be sent to the Moderator and the third copies (green) should be retained by the centre.
- The conversation section has time limits to be observed. Tasks should last between 4-6 minutes – there are mark deductions for short tasks.
- Introductions of candidates should be effected as briskly as possible in the interests of allowing the candidate to begin speaking.
- Centres should adhere to the time limits for sending materials to examiners and moderators. Delays in sending materials to moderators may lead to results not being issued on time.
- All samples should be appropriately packed with suitable padding and Edexcel polybags used to avoid damage in the post.
- The microphone should favour the candidate rather than the teacher-examiner. Centres should be aware that where automatic recording levels are achieved by some tape recorders candidate details are at times inaudible.

Reports often highlight the difficulties that some centres have in adhering to the requirements of the examination and areas for improvement. However, moderators wish to thank centres who submitted work for this examination and proved that this is an exciting unit which allows the candidate to show what they can do in the target language using a variety of tasks which interest them.

## **Grade Boundaries**

Much work has taken place on the comparability of the speaking units for French, German and Spanish. The senior examiners have worked closely together to ensure their application of the common assessment criteria during moderation is consistently applied across these three languages. This has been in response to queries from centres about the results at unit level on the speaking Controlled Assessment.

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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